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AUTHOR	Hammond, Peirce; Adelman, Clifford
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ABSTRACT

This document provides a review of the postsecondary and adult education activities (both current and planned) sponsored by the National Institute of Education's (NIE) three major program units. The first section focuses on activities of the Program on Educational Policy and Organization, including activities of the Postsecondary Organization and Management Studies Team, Postsecondary Education Finance Team, Postsecondary Desegregation research program, Legal and Governmental Studies Team, and Vocational Education Studies Team. The second section describes activities of the Program on Teaching and Learning, which have three emphases: adult learning, adult career development, and assessment of adult development and educational programs affecting adults. In the third section activities of the Program on Dissemination and Improvement of Practice are discussed. These include the Educational Resources Information Center (ERIC) system and its sixteen clearinghouses and the Program to Increase the Participation of Minorities and Women in Educational Research and Development. The appendix is an annotated bibliography of recent NIE publications on postsecondary and adult education on these topics: general postsecondary; non-traditional postsecondary and adult learning; postsecondary organization, management, and finance; and women's studies. (YLB)

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Postsecondary and Adult Education: Current Activities and Directions at the National Institute of Education

Peirce Hammond

Clifford Adelman

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U.S. Department of Education
Shirley M. Hufstedler, Secretary
Steven A. Minter, Under Secretary

Office of Educational
Research and Improvement
F. James Rutherford,
Assistant Secretary

National Institute of Education
Michael Timpane, Director

CE 027 959

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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POSTSECONDARY AND ADULT EDUCATION: CURRENT ACTIVITIES AND DIRECTIONS AT THE NATIONAL INSTITUTE OF EDUCATION

Introduction

Since 1976, the National Institute of Education (NIE) has become increasingly involved in sponsoring a variety of activities in the allied fields of postsecondary and adult education. These activities include basic and applied research, evaluation, development, demonstration, dissemination, and technical assistance efforts. In light of serious problems confronting postsecondary education in America, NIE's activities have come to focus on questions of management and organization, finance, desegregation, governance, and equity. And due to changing patterns of schooling over the life-span, these activities have also focused on adult learning and development, regardless of the institutional setting.

The following pages are intended to provide a review of the activities (both current and planned) sponsored by NIE's three major program units: The Program on Educational Policy and Organization, the Program on Teaching and Learning, and the Program on Dissemination and the Improvement of Practice. Each of these units has approached postsecondary and adult education within the context of the Institute's overall mission: to sponsor activities in support of the policy of the United States to provide an education of high quality to every person, regardless of race, color, religion, sex, national origin, handicap, age, or social class.

In categorizing the various activities discussed below as "postsecondary" or "adult," NIE has adopted the criterion of ultimate beneficiary. That is, if the purpose of an activity is eventually to benefit adults and/or to improve practices in postsecondary programs, institutions, or systems, it is included. Thus, for example, research on the training of elementary school teachers is not included in this survey because the ultimate beneficiaries of such research would be elementary school students. But research on employee educational benefits would be included because the ultimate beneficiaries would be adults (whether they use such benefits for basic education, technical training, or college degree programs).

Over the six year period from FY 1976 through FY 1981 (as budgeted), NIE has doubled the proportion of program funds allocated to activities in postsecondary and adult education:

Fiscal Year	Amount	% of Program Budget
1976	$ 7.2 million	13%
1977	10.3	18
1978	17.5	23
1979	20.2	25
1980	20.8	28
1981	22.0 (est.)	30

Some of NIE's major efforts have a history. These include projects which are wholly focused on postsecondary and adult education, such as the University of Mid-America and the ERIC Clearinghouses on Higher Education, Junior and Community Colleges, and Adult, Career, and Vocational Education. Other long-term projects are partially oriented toward postsecondary and adult education, including the "Options in Education" series on National Public Radio, the ERIC Clearinghouse on Teacher Education, the ERIC Clearinghouse on Educational Management, and the Appalachian and Alaskan Satellite projects. More recently, NIE has implemented several initiatives. These include the Minorities and Women's Program, an emphasis on adult literacy in research on learning, measurement of postsecondary student costs, examinations of minority enrollment and related matters in colleges and universities located in states affected by Adams v. Richardson, and a research grants program on institutions of postsecondary education.

As NIE's efforts in postsecondary and adult education have developed, its internal organization has also been evolving so as to promote greater coordination of activities and a more cohesive set of projects. Intramural seminars and mutual review of long-range Research Area Plans by the various working teams of the Institute help to establish internal understanding of key problems in postsecondary and adult education matters. And the Postsecondary Organization and Management Studies Team, a new organizational sub-unit within the Program on Educational Policy and Organization, has been created to develop and manage a portfolio of activities related to the study of postsecondary institutions.

In addition, NIE staff are becoming increasingly active in inter-agency, intergovernmental, and international cooperative efforts in research, development, and dissemination with respect to postsecondary and adult education matters. They have worked with staff of the National Center for Education Statistics in planning data-gathering activities with respect to college and university students, have served as review panelists for the Fund for the Improvement of Postsecondary Education, have advised policy projects in the Department of Education, have assisted the intergovernmental group charged with implementing the President's initiative on historically black colleges, and have provided background papers to senior officials of the Department on matters concerning the future of research universities, among other contributions.

It is not surprising that with the growth of activities in the postsecondary and adult education fields at NIE, the Institute is increasingly called upon to discuss its programs and report on the findings of sponsored research to international and national associations. Of additional note in this context have been the contributions of NIE staff and grantees to the educational work of the 24-nation Organization of Economic Cooperative Development (OECD) and its Center for Educational Research and Improvement (CERI), particularly John Egermeier's paper on "Improving Dissemination of Results of University Research" for CERI's project on Institutional Management in Higher Education, and grantee Jerome Karabel's study of the open admissions system in the City University of New York as a case of "The Politics of Underemployment" for an OECD symposium on Industrial Policies for the 1980s.

In addition to numerous conference reports and summaries of sponsored research projects, NIE has both published and sponsored the publication of over 100 volumes and monographs on various aspects of postsecondary education since 1972, many of which were written or edited by NIE staff. An annotated bibliography of these publications is to be found as an appendix to this review.

The Program on Educational Policy and Organization

The Program on Educational Policy and Organization is concerned with a wide range of issues focused on the institutional and social structures within which people are educated: e.g. their organizational processes, financial practices, and governance.

The Program's approach to postsecondary and adult education policy and organization can best be described as a "portfolio" of activities--grants programs, directed studies, demonstration and dissemination projects--designed to produce information and analysis in such critical areas as the management of postsecondary institutions, the financing of postsecondary education, education and training in the workplace, the desegregation of higher education, and issues related to the governance and public administration of postsecondary and adult education at the state and Federal levels.

Each of the Program's study teams has approached postsecondary and adult education matters in ways appropriate to its mission, in cooperation with the other teams and in consultation with other Federal agencies active in postsecondary work, with higher education associations, and with others involved in the field.

While the principal focus in the discussion below is on activities for the Fiscal Years 1980 and 1981, each of the Teams has prepared research areas plans through FY 1983; and copies of these plans are available through the office of the Associate Director for the Program on Educational Policy and Organization.

Postsecondary Organization and Management Studies Team

Grants Program

In consultation with over 200 leading researchers and practitioners across the country, the Postsecondary Organization and Management Studies Team designed and implemented a research grants program on Institutions of Postsecondary Education during FY 1980.

In light of three critical trends in postsecondary education--shrinking resources, persisting inequalities, and declining local autonomy--the grants program solicits field-initiated research on the organizational processes of postsecondary institutions. With a focus on the institution (as opposed to teaching and learning processes, on the one hand, or state and Federal governance, on the other), the grants program encompasses research that will:

(1) advance our understanding of institutions of postsecondary education by examining their characteristics as formal organizations, economic units, federations of academic professionals, and workplaces;

(2) draw on the diversity of postsecondary institutions to understand how they both influence and respond to their larger environments. In this context, the program is interested in field-initiated research on such topics as: processes of credentialing; interdependencies of postsecondary education and labor markets; political and governance relationships with state and Federal bodies, interest groups, and unions; and roles in the social development and cultural life of communities and regions;

(3) relate such organizational processes to the consequences of postsecondary education for its participants--students, faculty, and administrators. In this context, the Team hopes to sponsor research on institutional environments that produce exemplary social, intellectual, and moral development of diverse types of students, that yield excellence in research and responsiveness to changing frontiers of knowledge, and that contribute to the mobility of individuals within the system of postsecondary education, especially for those who have not been well-served by that system in the past.

The planning of the grants competition has stressed the applicability of a wide range of research methods, including historical, ethnographic, and comparative techniques, a range that allows for broad participation of individuals from a variety of institutions and disciplinary backgrounds.

Black Colleges

In 1979, the Team organized a national seminar on the current and changing roles of historically black colleges in America. Some 21 researchers and administrators from historically black colleges focused their attention on such issues as student enrollment, graduate education, community service and development, science and engineering programs, and governance and leadership to arrive at a research agenda that will be further refined in FY 81, and a number of projects initiated. The Institute also plans to publish a collection of papers from this seminar in FY 81.

NCHEMS

The Postsecondary Organization and Management Studies Team is also responsible for the work of the National Center for Higher Education Management Systems (NCHEMS) of Boulder, Colorado. During FY 80, NCHEMS is pursuing seven programs designed to improve planning and management in American postsecondary education. Four of these programs concentrate on research and development projects in Planning and Financing, Information and Management, Equity, and Organizational Performance. Three other national resource programs are logical outgrowths of the R&D activities of the Center: Dissemination, Professional Interchange, and Evaluation.

The Planning and Financing Program at NCHEMS has conducted strategic planning and budgeting projects during FY 80. Both research efforts are directed toward the integration of academic and financial planning in order to assist postsecondary education managers in coping with an age of shifting demands and financial constraints.

The Information for Management program has concentrated its R&D efforts in FY 80 on the Higher Education Indicators project. This effort, born of the critical need to communicate effectively with external constituencies, is selecting and developing a series of composite indices on the status of postsecondary education in America in areas such as quality and retention.

The Equity program was established in 1977 in recognition of the fact that equity issues have become a pervasive administrative problem affecting all areas of decision-making in postsecondary education. In FY 80, the program has concentrated its R&D efforts on the development of indices of participation in postsecondary education of students, faculty, and administrators from underrepresented groups.

The Organizational Performance project addresses the need of academic managers to improve performance and effectiveness in postsecondary education. During FY 80, research in this program expanded into the area of organizational processes. The program will also work with administrators who wish to use this research.

The research and development accomplishments of NCHEMS have rendered it a national resource for postsecondary education institutions. Three programs serve to enhance that role:

(1) The Dissemination program, which trains senior academic officers in planning and management issues, publishes the results of project work, and provides consultation services to institutions and organizations, and engages in research toward further planning of NCHEMS' dissemination strategy.

(2) The Professional Interchange program, which administers a visiting professionals project in close coordination with the Minorities and Women's Intern Training project in the Equity program.

(3) An Evaluation program which concentrates its work on the development of a long- range plan for evaluation of NCHEMS R&D results and service activities.

Postsecondary Education Finance Team

The activities of the Educational Finance Team with respect to postsecondary education are primarily directed toward state policy makers and institutional managers who will be faced with difficult political and fiscal decisions over the coming years. As the financing of postsecondary education is dependent on demographic and organizational factors, as well as on the dynamics of the economy, the behavior of labor markets, and the demands for competing public services, the activities sponsored by the Postsecondary Education Finance Team cover a wide range of topics. These topics all bear on the questions of who shall be educated at the postsecondary level, where and how that education will take place, and how society should pay for that education. While the responses to such public policy questions as these are most frequently expressed through finance mechanisms, the Institute's concerns extend to the broad question of the economics of postsecondary education.

Given an increasingly older population that seeks postsecondary education in a variety of settings, the program has a distinct interest in the vitality of the so-called "third sector" of postsecondary education (dominated by corporate and government education and training programs) in addition to its interest in the traditional collegiate sector. This interest includes the fastest growing component of the collegiate sphere, community colleges, where the program has undertaken research on the impact of community college finance on educational opportunities for low income and minority students.

Three themes provide the current focus for the research sponsored by the Team: (1) the measurement of the economics of higher education; (2) analysis of the participation of adults in postsecondary education; and (3) the impact of state policy on student access and choice.

The established intramural activities of the Team include the publication of an annual higher education price index, regular reports on the tax capacity of the states to support public services, and reports on state financing of higher education (in cooperation with NCHEMS).

Activities with respect to the analysis of the participation of adults in post-secondary education have taken a number of forms, perhaps best represented by the Institute's support of the National Commission on Working Women, which is identifying education and training needs and opportunities for blue and pink collar working women. Given that the future participation of working adults in postsecondary education may be affected by educational entitlements provided by employers and labor unions, the Team has sponsored a study of worker education and training policies at the National Institute for Work and Learning that primarily focuses on the use of entitlements by blue-collar workers. A study on the impact of public policy on private sector education and training programs has been designed, and the Institute expects the results of the study to shed considerable light on what prompts private industry to invest in education and training programs for their employees. Other work in this areas has involved the sponsorship of a major research contract on the benefits from postsecondary education or training below the baccalaureate level in both collegiate and non-collegiate settings. Using the National Longitudinal Study data base, the study found that those with sub-baccalaureate postsecondary education had some advantages in entering the labor market (depending on local conditions) over those who had not continued education beyond high school, but that sub-baccalaureate education did not preclude status and wage discrimination against women and minorities.

Building upon these efforts, the Team plans to initiate a research grants program in FY 1982 which will focus on such topics as student decision-making, return on investment, and the supply and demand for postsecondary education.

Linked to the access and participation issues, but more closely tied to the area of institutional fiscal management, will be studies of how colleges and universities are using new management tools in the process of fiscal and enrollment planning, and a study on the financing and management of historically black colleges that the Team hopes to undertake in FY 81.

Future projects will be concerned with state policy making and the effects of retrenchment. Prime candidates for initial attention within these areas will be the topics of state student aid programs (e.g. their interaction with institutional aid and Federal programs, and their importance to private institutions), and the social and economic consequences of campus closings for students, faculty, and communities.

In addition, the Team's work will involve the sponsorship of conferences on important topics that have been underemphasized in the literature to date (e.g. shifts in state funding for higher education) or that call for reexamination in light of changed economic circumstances (e.g. human resource development and postsecondary education); and the coordination and editing of the bibliographic handbooks on higher education planning at the institutional and governmental levels (see Annotated Bibliography, appended).

Postsecondary Desegregation

Research on desegregation in postsecondary education is a relatively new field of inquiry. In consultation with over 150 institutional leaders, legal experts, and higher education researchers, the Institute's Desegregation Studies Team has approached that field by planning a research program that will ask some fairly focused questions within broad areas of concern.

A principal concern of the future research program in postsecondary desegregation is for definition and refinement of the concepts and theoretical issues that have emerged from judicial and executive actions. The changing definitions of such terms as "desegregation," "integration," "de facto segregation," "resegregation," "equity," and "educational opportunity" in both legal and popular usage as applied to postsecondary education form a fundamental area of interest.

The question of how judicial decisions influence the conception and implementation of educational opportunity and equity in relation to desegregation efforts in both public and private postsecondary institutions is another basic issue for research. And the methodological issue of comparative modes of analysis of desegregation in different kinds of colleges (e.g. historically black colleges, tribally-controlled colleges, historically white institutions, and newer institutions of more heterogeneous constituencies) is one that the research program wishes to address in its early stages.

The program will also be concerned with the legislative and administrative enforcement of judicial decisions, and the impact of executive orders on the internal character of affected colleges and universities. In this context, too, research will be encouraged on the status and attitudes of faculty and administrators in institutions undergoing desegregation, along with the effects of desegregation on students in all types of institutions (with particular attention to issues of access, field distribution, and retention).

While planning the larger research program, the Desegregation Studies Team has sponsored a limited number of research projects through the Institute's Unsolicited Proposals competition. These studies include:

Conceptual Frameworks for Examining Ethnic Antagonism in Higher Education: An historical exploration of the ways in which ethnic antagonism develops in the postsecondary academic workforce, particularly in the context of processes of desegregation and integration of American higher education, and framed by the theory of the "split labor market." This research was carried out by faculty from Florida A&M University and Florida State University.

Black Undergraduates in Predominantly White Colleges: Through analysis of surveys of 800 students conducted in 1973, 1975, and 1977, this project assessed the changing attitudes and status of black undergraduates in 40 predominantly white institutions. The research documents and explains the processes of adjustment to desegregation in terms of the social attitudes of students, a changing black student constituency, and the processes of institutional recruitment. The contractor for this project was A Better Chance, Inc. of Boston.

Desegregation of Higher Education in "Adams" States: A comprehensive preliminary research program on problems related to the desegregation of higher education in states affected by the Adams v. Richardson decision was carried out by the Institute for Services to Education of Washington, D.C. The project included a projection of higher education enrollments in ten selected states (with an emphasis on six of the states involved in the Adams decision), an experimental method for predicting the academic performance of black students in historically black colleges undergoing desegregation, and the development of guidelines for the desegregation of developmental education programs.

Issues on Desegregation in Higher Education in Virginia: The Council of Higher Education for the Commonwealth of Virginia has conducted research on a group of desegregation issues of particular importance to policy planners in that State. This research included a study of the continuing education needs of Virginia citizens (with special emphasis on the needs of blacks), a case study of higher education desegregation in the Tidewater areas of Virginia that focused on the issue of duplication of programs and services, and the identification of models for providing information about financial aid to minority students.

Legal and Governmental Studies in Postsecondary Education

The Legal and Governmental Studies (LGS) Team sponsors research on the intergovernmental environment for education, on the operation of laws and policies in such an environment, on the sources of conflict in the governance of education on the state and Federal levels, and on the ways in which the characteristics of actors and institutions determine the impact of laws and policies in education. The objective of answering these and allied questions through research is to learn how the process of governing education might be made more effective.

The Legal and Governmental Studies Team has revised the announcement for its research program for FY 81 and succeeding years to include a focus on the governance of higher education at the Federal and state levels. Recognizing that state legislatures and administrative agencies, in particular, have come to play a significant policy role in the evolution of higher education, the Team is interested in sponsoring research on the operations of state agencies and courts that set or carry out postsecondary education policies, and on the ways in which key interest groups influence state policy decisions.

The Team will be equally interested in the Federal involvement in higher education through mandates such as affirmative action, economic support of disadvantaged students, and civil rights enforcement on college campuses; and will invite research proposals focusing on the policy-making aspects of these and similar policies at the agency or intergovernmental level.

In the recent past, the LGS Team has funded a limited number of proposals on postsecondary education received through the Institute's Unsolicited Proposals competition, most notably Jerome Karabel's comprehensive study of tracking and mobility in higher education at all levels. This study, performed at the Huron Institute, is concerned principally with the relationship between public policy and equality of educational opportunity, and examines (among other cases) the politics of both the California Higher Education Master Plan and the Open Admissions system at the City University of New York.

Vocational Education Studies Team

Since 1977, the Vocational Education Studies Team has been carrying out a comprehensive Congressionally-mandated study intended to provide background information for the 1981 reauthorization of the Vocational Education Act. Issues such as the distribution of vocational education funds, compliance with applicable laws, program assessment, and consumer and home-making education are included in the study; and research is being conducted in a total of 29 states.

While the work of the Team, in terms of both intramural and contracted research, affects all population and age groups, certain aspects of the study are particularly applicable to postsecondary and adult education. These include intramural projects on the coordination of CETA and vocational education programs, the basic skills of vocational education students, programs of the Postsecondary Commissions, and collaborative arrangements relating to vocational education for the handicapped. A major contract to the Huron Institute on "The Effects of Participation in Vocational Education Programs" looks, in part, at the consequences of postsecondary vocational education programs in terms of employment experience, wage rates, occupational mobility, job satisfaction, and the acquisition of work-related values. A survey of 600 studies since 1968 which did not use either national longitudinal surveys or short-term job placement data to assess the economic, educational, and social effects on learners of vocational education programs is being carried out under subcontract by the National Center for Research in Vocational Education at Ohio State University.

Within the larger framework of the study, particular problems in the domain of Vocational Education policy emerge in both urban centers and sparsely settled areas. With respect to the latter, a number of small, focused studies have been undertaken with respect to women in rural areas. These studies -- at the University of Texas, Dartmouth College, and the Center for Rural Communities at the University of Massachusetts -- have examined such variables as rural traditions, educational values, life in agricultural communities, and attitudes of program administrators and business leaders in terms of their effects on women's opportunities and participation in nontraditional vocational education programs in these isolated areas.

Further information on these and other activities of The Program on Educational Policy and Organization may be obtained by contacting:

Marc S. Tucker
Associate Director
Program on Educational Policy and Organization
The National Institute of Education
Mail Stop #17
1200 19th Street, N.W.
Washington, D.C. 20208

The Program on Teaching and Learning

The program on Teaching and Learning has organized its activities and working groups around a series of questions concerning the ways and contexts in which knowledge is acquired by individual learners, the impact of culture and language on the acquisition and use of knowledge and intellectual skills, and the assessment of learning, instruction, and allied practices. To enlarge scientific understanding of human learning and instruction, the Program sponsors a broad scope of research on such topics as functional literacy, linguistic interactions and teaching styles, sex-roles in classroom interaction, the effects of learning on career development, learning paradigms in the various disciplines, and testing and measurement.

The Program's approach to postsecondary and adult education can be described as one of emphases that emerge naturally within the organizing questions and research topics above. Three emphases cut across both the organizational sub-units of the Program and a range of activities including a general grants program, unsolicited proposal support, directed studies, demonstration projects, technical assistance, and evaluation programs: (1) adult learning, (2) adult career development, and (3) assessing adult development and educational programs affecting adults. While postsecondary institutional settings play a significant role in each of these areas, the principal focus on the Program's concern is with how adults learn, develop, and otherwise proceed with their education (regardless of setting or level) and with their careers. The following presentation of the Program's activities uses the three thematic emphases as organizing principles.

Adult Learning

The Learning and Development unit and the Reading and Language Studies unit are principally responsible for the activities directed toward understanding the ways in which adults learn. These activities may be further divided into seven categories, with examples of sponsored projects provided for each.

Functional Literacy

Following the Institute's interests in a sounder understanding of the processes of reading comprehension and composition, the Program has encouraged studies of the changing and varied meanings of literacy. One project at the University of Illinois is examining the literacy requirements of various settings as they apply to youth and adults to determine the meaning of functional literacy in those settings and to devise means of measuring it. A related project at Indiana University seeks to describe the extent and types of reading required in a wide range of occupations (from blue collar to managerial), and to match different kinds and levels of schooling with those literacy requirements. Within the context of the Institute's interests in bilingualism, a project at UCLA is investigating the reading skills of young minority bilingual adults in relation to the reading demands of clerical and auto mechanics work; and a study at the University of Massachusetts is seeking to identify language-dependent handicaps of bilingual college students majoring in technical subjects.

The Program is also sponsoring a major three-phase study of literacy development in community colleges (at the University of Texas and Arizona State University). The first phase consists of a literature review on literacy training and curriculum

design in community colleges; the second involves the field collection of ethnographic data on literacy in two community colleges; and the third will include data analysis and the development of policy implications of the study.

Some policy implications are already reflected in the Program's intermediate plans to promote adult literacy in the United States. A major problem in the promotion of adult literacy is the absence of information about how illiterate adults are actually taught. While some theorists argue that adults do not learn in the same manner as do children and that they thus require different kinds of instruction, without knowledge of actual teaching practices in adult education programs, there is little to inform policy and practice, particularly in matters of literacy.

In FY 81, the Program thus plans to initiate a two-year survey of classroom instruction in tutorial, basic education, and competency-based adult literacy programs in community, work, and school settings. Analyses of the descriptive data on teaching practices gathered in this survey will seek to identify assumptions teachers make about adult learning, and will result in hypotheses about the most effective conditions for adult literacy instruction.

Writing: Processes, Contexts, and Development

The Program's concerns with the acquisition and use of writing skills by adults are reflected in a number of research grant projects. In order to understand syntactic differences between speech and writing among adults, the language use of a variety of college students, college-educated adults, and college composition instructors is being studied at Temple University, while cognitive models of writing processes in adults are being developed at both the State University of New York at Albany and Carnegie-Mellon University. Since writing is a social process with considerable ramifications in industry, commerce, and public life, the Program has sponsored a study of the nature and functions of writing in various non-academic settings at the University of Tennessee; and, in the fall of 1978 awarded a contract to the American Institutes for Research in Washington, D.C. for a Document Design Project, the purpose of which is to help make forms, regulations, brochures, and other public written materials easier for people to read, understand, and use.

Language Acquisition

The question of how adults learn second and foreign languages is one of increasing importance in both U.S. education and national policy, and the Institute is concerned with the cognitive and socio-linguistic aspects of that question. A program grant to the Huron Institute is sponsoring research on the second language acquisition of English by adult Puerto Ricans, and a study at UCLA is examining the perception of literacy among Mexican immigrants in California.

Use of Mathematics

The program has historically supported research on the nature and development of the conceptual and cognitive processes involved in learning, understanding, and performing mathematical tasks. While more generic studies on such topics as mathematical understanding (at the University of Illinois) and mathematical approximation (at the University of Iowa) may be applicable to adults, those sponsored projects focusing specifically on adult mathematics learning include studies of arithmetic problem-solving in the daily lives of American adults (at the University of Missouri and at the University of California at Irvine) and an investigation of

college students' "processing style" as it relates to problem-solving in the Calculus (at Washington University, St. Louis). Finally, in its concern with the sociocultural differences in the development of mathematical concepts and processes, the Program has also sponsored research on factors that influence women's achievement in college mathematics at the Institute for Research on Social Problems.

Cognitive Processes

The study of cognitive development and processes in adults has received greater attention as the constituency of colleges and universities grows older. In order to lay the groundwork for more effective instruction in various higher education settings, the Program has developed two strategies.

The first involves the support of directed studies and unsolicited proposals in such areas as the potential for self-directed learning in adults (by the Syracuse Research Corporation), the learning dynamics of adults with less than twelfth-grade education in non-school settings (by Kirschner Associates), the development of reasoning processes associated with participation in higher education (at the University of Minnesota), and the connection between bilingualism and reasoning skills among Puerto Rican college students (at the Educational Testing Service).

The second involves a cooperative effort with the National Science Foundation to study problem-solving skills development in college students in the context of the sciences. Ten studies have been jointly funded, including: (1)analyses of learning mechanisms that transform the novice into an expert in physics (at Carnegie-Mellon University) and in computer science (at the University of Colorado), (2) an examination of the strategies and methods used by college students to solve algebraic quations (at the University of Texas), (3) an identification of strategies used by college students to make judgements involving probabilities (at the University of California at Irvine), and (4) an examination of the difficulties students encounter in translating different representational systems as they apply to statistics and physics (at the University of Massachusetts).

Generic and Transferrable Skills

The rapidly changing face of the labor market, along with an increasing social tendency for career change, requires educators and counselors to identify the skills and abilities necessary to adapt to new occupational situations and those skills most easily transferrable among occupational groupings. Since 1977, the Program has sponsored a national study of transferrable skills at Ohio State University, with special attention to the settings in which those skills develop and those in which they are most useful. A study of generic skills specific to health care settings is being performed at Bowling Green State University; and a contrast of adaptive competencies in social work and engineering occupations is being developed at Case Western Reserve University in order to understand the relationships between graduate education and subsequent career experience. Finally, an occupational mobility study based on skill characteristics of occupations themselves is being carried out at the University of California at Santa Cruz, and the mobility process is under scrutiny at a Program-supported project at the University of Oklahoma.

The University of Mid-America

The University of Mid-America represents NIE's interest in non-traditional delivery systems of educational programs for adults. It is an open-learning institution which uses a variety of media, including television, radio, and newspapers. It provides credit, non-credit, and continuing education courses for adults in seven midwestern states. The University is currently exploring other ways to increase the availability of postsecondary education for adults both generally and in the region it serves.

Adult Career Development

In many senses, the development of concepts of career, vocation, and/or life's work is a form of learning, and perhaps one of the most important forms of learning for adults. Both the Home, Community, and Work unit and the Learning and Development unit have thus sponsored a considerable variety of projects that relate education of various types to careers, and that consider the process of socialization in educational contexts as a primary career determinant. In this general area, the activities of the Program are particularly concerned with equity issues, and can be divided in five categories, by groupings of sponsored projects:

Career Perceptions and Development

The study of the complex relationships between expectations of careers, schooling, and real career experience may provide predictive models for use by policy makers, labor market analysts, and educators. The contrast between perceptions and expectations of careers and actual career and schooling behavior is being investigated by the Institute for Demographic and Economic Studies at Yale, while another quantitative study of the impact of early occupational experience on later career patterns has been undertaken with Program support at the University of Arizona, and the role of schooling in job change behavior is being analyzed at West Virginia University.

Postsecondary Environments and Careers

The impact of different postsecondary educational environments, collegiate and non-collegiate, on career entrance and mobility has been a matter of increasing concern to postsecondary policy planners and to the general public. The Program has sponsored both a study of the influence of college type on occupational placement within a more general study of schooling and careers at the Johns Hopkins University, and another study focusing wholly on the college-type factor and its variant occupational impacts (e.g. performance, status) at Syracuse University. Within the collegiate environment, the impact of "critical masses" of women in nontraditional majors such as engineering is under investigation at the University of Denver, the process by which women's career preparations are influenced by their peers, particularly in the choice of a college major, is an ongoing research inquiry at the University of North Carolina, and the receptiveness of colleges and universities to re-entry women is under study at Northwestern University. In addition, a comprehensive study of the usefulness and validity of abilities learned in college in terms of later career success is being done at Alverno College, and a longitudinal study of the impact of women's college environment on women's self-image, preferred adult life styles, and choices of occupation has been funded at Barnard College.

Career Entry, Paths, and Changes

The processes by which individuals enter and move through careers has been increasingly regarded as an educational one, conditioned by role expectations and life stages, and requiring considerable planning. The Program has funded a number of projects in this area, some comprehensive in scope, and others focusing on either particular occupational groups, career stages, or mechanisms of career advancement.

A comprehensive analysis of career entry and career lines of 7,000 men and women first studied as juniors and seniors in high school in 1966 is being conducted by the Boys Town Center for the Study of Youth Development and a demonstration project in career planning and decision making for postsecondary students has been underway since 1976 at the Appalachia Educational Laboratory. Still another project of comprehensive scope at the Ohio State University involves the development of a diagnostic taxonomy of career planning and adjustment problems.

Within the group of research projects focusing on more specific aspects of the general topic, the Program has funded research at the University of Virginia that is examining the relationships between schooling, training, and patterns of occupational change among career civil servants. While a project at Memphis State University is conducting research on life cycles and career stages of women administrators in public colleges and universities, another (at the California State University at San Bernadino) has discovered a minimum of sex bias against females in letters of recommendation for academic positions. The adjustments of professional women to "role-overload" is under investigation at Long Island University, and a predictive study of adaptation to occupational change at mid-life is being conducted at the Harvard Medical School.

Persistence and Attainment of Women and Minorities in Science and Technology

In recent years, the focus of questions about educational equity has shifted from the issue of access to that of quality and distribution. In this context, the relative dearth of women and minorities pursuing scientific and technical careers has been frequently observed, and labor force analysts and educational policy makers alike have called for a deepened understanding of the factors that contribute to this situation. The Program has thus sponsored a number of related research projects that respond to this need.

These include one on the social influences on the participation of Mexican-American women in scientific, technical, and mathematical fields at the University of Arizona; one on informal barriers to women entering engineering at San Diego State University; one on the determinants of gender differences in enrollments and goals in mathematics, science, and engineering courses among black and white college students (at Rutgers University); one on factors influencing persistence and achievement in the sciences and health professions by black high school and college women (at Morris Brown College). Two other research projects in this field approach their subject through exemplary careers: one, at Southern Illinois University, looks at the social processes in the careers of black women scientists; and another, at The American University, examines cultural integration as a factor in the success of Asian-American professional women.

APA/NIE Behavioral Science Fellowships for Minorities

The American Psychological Association and NIE have recently initiated a sabbatical-like fellowship program for minority researchers in statistics, evaluation, measurement, assessment and testing, cognitive sciences, experimental research, and mathematics and science learning. The purpose of the program is to provide the opportunity for unrecognized minority researchers in those fields to develop their full potential in educational research and to participate in the leading edges of research in cognitive science and measurement. Applicants design a program of up to one year of research, writing, and/or study, sometimes in cooperation with senior mentors, and involving a range of activities that might include editing a special issue of a journal, completing analyses of research in progress, serving as a visiting scholar in an educational laboratory, designing major new studies, etc. The project is administered by APA, which plans to award eight such fellowships during the 1980-81 academic year.

Assessment of Adult Development and Educational Programs Affecting Adults

Both the Home, Community, and Work unit and the Testing, Assessment, and Evaluation unit have been concerned with formal evaluations, assessments of alternative practices, and test validation as these apply in postsecondary and adult education. While many of the studies described above may be considered assessments (e.g. of the impact of postsecondary education on careers or of the development of reasoning skills during college), the implications for specific education practices are by-products of other objectives. In contrast, the Program's work in this area is directed at the evaluation and improvement of specific practices, programs, or instruments, and may be divided in three sub-fields.

Testing

With the rise of competency-testing at the postsecondary level and with increased public attention to the quality of educational credentials, closer investigation of the validity and uses of tests has been called for. Accordingly, the Program has sponsored research at the University of Kansas on the ways college students process information on ability tests, and at the University of Wisconsin at Milwaukee, where schematic maps of college text material will be developed and used in an experimental testing procedure. In another area of concern to testing, the validity and cultural bias of the LSAT is the subject of a multi-phase project--including research, conferences, and dissemination activities--being carried out under Program sponsorship by the National Conference of Black Lawyers. And in the technical assistance category, the Northwest Regional Educational Laboratory provides development and interpretation assistance for applied performance testing procedures and instruments.

Evaluations of Educational Programs for Adults

Evaluation of learning delivery systems for adults is also an important focus of Program activities. The University of Mid-America (UMA) is being evaluated by Arthur D. Little, Inc. The study will pay particular attention to the impact of UMA on increasing access to postsecondary education in its service area. In light of the fact that the armed forces have become the largest adult education

enterprise in the country, NIE and the Department of Defense are jointly sponsoring an evaluation of various levels of educational effectiveness of GED and Adult Basic Education programs as they relate to performance in the U.S. Military. Of significance in this regard, too, is an experiment on the adaptability of the Personalized System of Instruction (PSI). The Research Triangle Institute in North Carolina will examine the applicability of the PSI in settings other than colleges and universities (where it has a ten-year history of effectiveness).

Credentials

The scientific basis for credentials and competency-based programs is another critical area for research and development in light of changing public policies, curricular reforms, and labor market practices. The National Center for the Study of the Professions is exploring the different perceptions--of employers, employees, and consumers--of the link between competent performance and underlying qualities in human service occupations under a Program grant; and a project at Iowa State University is directing its attention to the validity of a particular competency-based credential for child care staff. On a more comprehensive level, the Program is funding a synthesis of research on occupational competency assessments (by McBer & Co.) which will also examine evidence pertaining to the validity and non-discriminatory nature of licensing requirements and methods of assessing competency-based exit criteria. The growth of the external degree as a credential has been the subject of Program-sponsored studies at the Bureau of Social Science Research, which has produced a survey of external degree programs and an assessment of the acceptability of such credentials in the labor market.

Further information on these and other activities of The Program on Teaching and Learning may be obtained by contacting:

Lois-ellin Datta
Associate Director
Program on Teaching and Learning
The National Institute of Education
Mail Stop #8
1200 19th Street, N.W.
Washington, D.C. 20208

The Program on Dissemination and Improvement of Practice

The mission of the Program on Dissemination and Improvement of Practice is to make knowledge available in forms most useful to education practitioners, policy makers and researchers, and to assist them in making more effective use of that knowledge. The Program also supports research and development activities directed toward the improvement of dissemination practices, and toward enhancement of the processes of dissemination and use of knowledge in all educational settings. The postsecondary and adult education communities are served by the Program through the use of clearinghouses, satellities, and the media. In addition, the Minorities and Women's Program promotes the development of the abilities of minority and/or women researchers.

Clearinghouses

Through the ERIC (Educational Resource Information Centers) system, information resources (principally articles and reports) and technical assistance (including literature searches) are provided upon request. Clearinghouses have been established in sixteen areas. Those which serve postsecondary and adult education are described below.

Clearinghouse on Adult, Career, and Vocational Education

This Clearinghouse provides resources in such areas as roles within families and organizations; leisure, citizen, and retirement roles; attitudes toward self and self-knowledge; and specific vocational and occupational skills. Two emerging areas of interest at the Clearinghouse are industrial arts and vocational rehabilitation for the handicapped.

Contact: Dr. Juliet V. Miller, Director
ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Clearinghouse on Higher Education

This Clearinghouse collects and makes available information on college and university programs, conditions, problems, facilities, and students. Included in the subjects covered are curriculum and instruction, institutional research, federal programs, professional and graduate education, extension programs, planning, governance, finance, evaluation, management, and interinstitutional arrangements. In cooperation with the American Association for Higher Education, the Clearinghouse also publishes an annual series of research monographs (see Annotated Bibliography, below).

Contact: Dr. Jonathan D. Fife, Director
ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, N.W.
Suite 630
Washington, D.C. 20036
(202) 296-2597

Clearinghouse for Junior Colleges

This Clearinghouse focuses on the development, administration, and evaluation of two-year colleges, public and private. Within the parameters of the institutional sector, it makes available documents and monographs on students, faculty curriculum and instruction, finance, libraries, and community services.

Contact: Dr. Arthur M. Cohen, Director
ERIC Clearinghouse on Junior Colleges
University of California at Los Angeles
96 Powell Library Building
Los Angeles, CA 90024
(213) 825-3931

Clearinghouse on Languages and Linguistics

This Clearinghouse has sponsored and published information syntheses and analysis in such areas of language teaching and learning as personality and second language learning and intensive foreign language courses, and in such policy areas as adult vocational ESL, and foreign languages and the U.S. multinational corporation.

Contact: Dr. Peter A. Eddy, Director
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

The Clearinghouse on Counseling and Personnel Services, the Clearinghouse on Teacher Education, and the Clearinghouse on Educational Management all provide material and have sponsored syntheses of information on topics relevant to adult and postsecondary education.

Contacts: Dr. Garry R. Walz, Director
ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
2108 School of Education Building
Ann Arbor, Michigan 48109
(313) 764-9492

Dr. Karl Massanari, Director
ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W.
Suite 616
Washington, D.C. 20036
(202) 293-7280

Dr. Philip K. Piele, Director
ERIC Clearinghouse on Educational Management
University of Oregon
Library, Room 108
Eugene, Oregon 97403
(503) 686-5043

Satellites

Capitalizing on the revolution in educational technology, and under partial support from the Program on Dissemination and Improvement of Practice, the Appalachian Community Services Network uses satellite communications to provide economical inservice training for educators, businessmen, and other adult learners in rural and isolated communities. Firemen and rescue workers in Mississippi and South Carolina have credited a course in dealing with disasters for the skills which helped them avert tragedies involving the derailment of trains carrying deadly chemicals. In 1980, more than 200,000 people in Appalachia and another 150,000 outside the region will participate in an average of 25 hours of educational programming via satellite; and many will receive college credit for courses they complete from one of 57 participating colleges and universities.

Media

Over the past three years, NIE and the Carnegie Foundation have jointly funded an award-winning series co-produced by National Public Radio and the Institute for Educational Leadership at the George Washington University. "Options in Education" reaches over one million listeners a week, presenting information and opinions on important educational issues that are of interest to a general audience, as well as to professional educators. The programs in the series have focused on such topics as professional and graduate education, college teaching, student financial aid, adult literacy, college writing skills, and the uses of technology in higher education. Transcripts and cassettes of the programs are available to the general public at modest cost, and have been used by some colleges as the texts for courses offering academic credit.

Minorities and Women's Program

Through the Program to Increase the Participation of Minorities and Women in Educational Research and Development, both individuals and institutions are encouraged to maximize the benefit of the talents and perspectives of minority and/or women educational researchers. Under this program, institutional grants support the efforts of regional educational laboratories, national research centers, universities, R&D firms, and other institutions to change their long-term policies and practices in order to (a) increase the representation of women and minorities in R&D leadership roles, and (b) heighten awareness of women's and minorities' research perspectives, concerns, and contributions.

Special projects are also supported. These include workshops, research mentorships, internships, and other short-term efforts such as intensive quantitative and research training, provision of role models, and easy access to networks that transmit information on research and employment possibilities. Some of these efforts have been directed toward specific populations (including faculty from small teaching colleges, Hispanic women, and Native Americans), and at specific research areas (including educational policy, science education, bilingual education, and language policy).

While more than 600 postdoctoral scholars, college and university faculty, and professional educators have been involved in 65 projects sponsored by the Program, the breadth and scope of which are perhaps best illustrated by the following projects:

A four-week workshop at Howard University brings together faculty and graduate students from predominantly black colleges and universities to study and discuss research methodology and grantsmanship. On the assumption that obtaining research funds can be difficult for those who are outside the mainstream of major research universities, this workship includes practicum visits to Federal and private funding agencies.

A year-long program conducted by ASPIRA encompasses a research assistantship project, a consortium of Hispanic researchers, and the Hispanic Forum for Responsive Federal Research and Development. The major aim of this project is the development of leadership in educational research, and the development and promotion of Hispanic expertise in public policy areas; and it is expected that the benefits of the project will continue to accrue after NIE funding ceases.

Institutional relationships are the focus of another set of activities which pair researchers at one school with mentors at another. Despite the distance between them, the University of Michigan and Hampton Institute in Virginia have experienced successful results with their institutional pairing. Faculty from both institutions have worked to develop improved research skills, a working knowledge of the entire educational research process, an understanding of the ways in which individual research interests fit within the broad area of educational research, and a process of sharing expertise and perspectives.

Other similar projects have been conducted at such institutions as Eastern Michigan University, New Mexico State University, the University of Alabama, San Diego State University, Colegio Cesar Chavez, the Graduate Center of the City University of New York, Radcliffe College, the University of Texas, and Virginia Union University.

While the Program has emphasized doctoral and postdoctoral participation in its first three years, the small number of potential participants from certain minority groups, such as Native Americans, has led to the addition of a predoctoral component.

Further information on these and other activities of
The Program on Dissemination and Improvement of Practice
may be obtained by contacting:

Eunice Turk
Acting Associate Director
Program on Dissemination and Improvement of Practice
The National Institute of Education
Mail Stop #26A
1200 19th Street, N.W.
Washington, D.C. 20208

Recent NIE Publications on Postsecondary and Adult Education

NIE has published or sponsored over 100 volumes and monographs on various aspects of postsecondary and adult education. About three-fourths of these have been produced under the auspices of the AAHE/ERIC Higher Education Research Reports series, which covers a wide variety of topics. Others include conference reports and summaries of sponsored research in Nontraditional Postsecondary Education and Adult Learning; Postsecondary Organization, Management, and Finance; and Women's Studies. Unless otherwise noted, the publications listed below are available from:

Publications
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

GENERAL POSTSECONDARY TOPICS

AAHE/ERIC Higher Education Research Reports

The American Association for Higher Education (AAHE) and the ERIC Clearinghouse on Higher Education have cooperated in publishing an annual series of monographs on major issues in higher education. Nearly 80 monographs have been published since the series began in 1972. The series was developed to assist professionals in higher education who have daily responsibilities that preclude their keeping up with all the major research and scholarly literature and affects their professional lives. The need fits well with NIE's conviction that one of the principal roles for a Federal research agency is to encourage and sponsor the synthesis of new knowledge. The monographs review research findings and literature dealing with methods, theories, philosophical positions, practices, programs, and policies, analyze their importance, and develop conclusions about their current and future impact.

The working titles of the Higher Education Research Reports that are being prepared for the 1980 series include:

- o Minority Participation in Higher Education
- o Cost and Benefits of Institutional Arrangements
- o State Planning for Decline
- o Program Evaluation
- o The Politics of Higher Education
- o Measuring Performance in Higher Education
- o Impact of Federal Action on Curriculum
- o Public Higher Education at the Crossroads
- o Ethical Problems in Academe
- o Student Retention Strategies
- o Liberal Education in Transition
- o University Reform: An International Review

These publications are available from: AAHE
One Dupont Circle, N.W.
Suite 780
Washington, D.C. 20036
(202) 293-6440

Improving Equity in Postsecondary Education: New Directions for Leadership

Prepared by Judith Gappa of NCHEMS, this report of the 1977 Keystone Conference on equity in postsecondary education reviews the status of the issue and projects new directions for research and leadership. The report considers the evolution of the concept of equity and the elements of the concept in its educational contexts, summarizes student access and professional employment, and reviews Federal initiatives and regulations applicable to equity in postsecondary education. The report emphasizes the complex role of institutional, systems, and Federal leadership on behalf of equity, examines the critical factors in intergroup communication, and sets forth both research and action agendas.

NONTRADITIONAL POSTSECONDARY EDUCATION AND ADULT LEARNING

An Evaluative Look at Nontraditional Postsecondary Education

Edited by Charles Stalford of NIE, the papers in this volume examine the learning needs of nontraditional students, the information needs of managers of nontraditional postsecondary programs, and the development of evaluation instruments. K. Patricia Cross and Ami Zusman are concerned with adult, part-time, recurrent learners in their paper, and profile the needs of these students in such dimensions as alternate scheduling, access to learning sites, learning methods, certification and credentialing. Frank Bowen, Stewart Edelstein, and the late Leland Medsker investigate the bases upon which decisions about nontraditional degree programs are made and determine the information upon which decision-makers rely as they deal with efforts in colleges and universities to serve a new adult constituency. Lastly, Richard Watkins and Janet Ruyle develop and discuss an information collection and specification system to provide decision-makers with effective tools to determine priorities in implementing and managing these programs.

Future Directions for Open Learning

In this volume, Ronald Gross, author of The Lifelong Learner, explicates issues and trends in nontraditional educational programming for new audiences in postsecondary learning. With particular attention to television and other mass media in reaching student audiences beyond the campus, Gross discusses issues of quality, access, assessment, economics, technology, and public policy. Promising modes of institutional cooperation and collaboration are cited, and characteristics of seven notable projects are presented in some detail.

Adult Learning Needs and the Demand for Lifelong Learning

Edited by Charles Stalford of NIE, the three papers in this volume discuss a variety of influences on the future demand for lifelong learning. K. Patricia Cross distinguishes between participation rates involved in both organized adult learning activities and sustained individual efforts by adults to learn. She also analyzes the disparity between "would-be" and "actual" adult learners, and reviews the barriers between the two categories. Kjell Rubenson considers the factors effecting the participation of the "underdeducated and underprivileged" in adult learning activities, both formal and informal. Drawing on Scandanavian models of recurrent education, he discusses the public policy issues with respect to equity of participation. Finally, James Broschart contemplates the elusive nature of the concept of lifelong learning itself, and reviews such related issues as the relationship of lifelong learning to compulsory schooling, adult development theory as a guide to planning for lifelong learning, and the need to explore the various structural arrangements necessary to enhance lifelong learning services.

The External Degree as a Credential

In this monograph, Carol Sosdian and Laure Sharp of the Bureau of Social Science Research report on the use and value of external degrees from the perspectives and experiences of degree holders. The authors identified 244 external degree programs in the United States, and surveyed 32 of them, (with 3500 graduates). After profiling their subjects in terms of demographic factors and choice of external degree program, Sosdian and Sharp discuss the goals of external degree holders, the degree to which those goals were fulfilled, and the negotiability and acceptability of the external degree in both the labor market and other educational institutions. They also report on a survey of the attitudes of employers toward external degrees, as a way of validating the perceptions of degree recipients.

Recurrent Education

A collection of 24 papers produced under an OECD/CERI project on the continuing education of adults in industrial societies whose patterns of postsecondary education are changing rapidly. Issues of supply, demand, timing, siting, equity, target groups, intergenerational effects and sponsorship are considered and various policy options and objectives are examined. A large portion of the volume is devoted to papers exploring the relationships between education and working life, and to others on comparative international financing and the politics of recurrent education.

Policy Research Monograph Series on Worklife Education in the 1980's

The National Institute for Work and Learning (formerly the National Manpower Institute) is publishing a series of monographs on the use of education and training funds in the private sector. Each of these monographs synthesizes current basic research and policy options on variety of issues in worklife education and training. The titles of the nine monographs published to date are:

- The Structure of Adult Learning, Education and Training Opportunity in the United States (Bryna Shore Fraser)
- Training and Education by Industry (Harold Goldstein)
- Calling the Tune: Communications Technology for Working, Learning and Living (Ted Carpenter)
- Issues in Education and Training for Working Women (Denise Wilder)
- Worklife Education and Training and the Ordeal of Change (Charles Stewart)
- Patterns of Adult Participation in Learning Activities (Ivan Charner)
- Education and Training for Middle-aged and Older Workers: Policy Issues and Options (Julia French)
- Alternative Work Patterns: Implications for Worklife Education and Training (Jane Shore)
- Barriers to the Older Student: The Limits of Federal Financial Aid Benefits (Robert Sexton)

The remaining five monographs and a book on worklife learning are expected to be published in 1981.

These publications are available from:

NIWL
Suite 301
1211 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 466-2450

POSTSECONDARY ORGANIZATION, MANAGEMENT AND FINANCE

Finance, Productivity, and Management in Postsecondary Education: Selected Research Topics

Prepared by Stephen Hoenack, George Weathersby, and Donald Lelong, this document synthesizes the work of 28 leading researchers and administrators from universities, higher education associations, and Federal agencies at a 1977 Keystone Conference on setting a future research agenda on postsecondary education. For each of 28 issues in three broad categories (Finance, Productivity, and Management), research questions and hypotheses are proposed, the expected value of research is assessed in light of allied public situations, the relevant existing research literature is reviewed, and issues and directions are cited to guide future research. The issues considered range from "Economic Burdens Imposed by Federal Programs" (Finance), to "Student and Institutional Outcome Measures" (Productivity), to "Examination of the Decision-making Hierarchy in Postsecondary Education" (Management).

Higher Education Planning: A Bibliographic Handbook, Vol. I

Under the general editorship of Kent Halstead of NIE, 22 noted experts on post-secondary education (including Burton Clark, Robert Cope, K. Patricia Cross, Alexander Astin, Frederick Balderston, and David Breneman) selected the most substantive and distinctive works in the field for this annotated bibliography. This is the first volume of a series of annotated bibliographies designed as reference works for the planning process. The focus of Volume I is institutional, and matters of practical concern are given precedence over theory. Thus the topics covered range from admissions/articulation/retention to educational communication and technology to resource allocation and budgeting. Entries were chosen for their relevance to the planning process and for their distinctive contribution to knowledge. Annotations outline the general content, scope, and special features of each entry. The second volume, scheduled for publication in 1981, will focus on state and national policy and planning issues.

Entitlement Studies

Edited by Norman Kurland of the New York State Department of Education, this volume consists of eight papers addressing various aspects of the strategy of financing postsecondary education by entitlements, the granting of funds directly to students so that they can purchase a specified amount of education. The theory of entitlements and alternative models (including postsecondary, lifelong, and compensatory) are explored along with a framework for their analysis; the GI Bill is analyzed in terms of entitlements, and problems of costs and benefits, the interrelation of education and work, and the politics of entitlements are considered.

Higher Education Prices and Price Indexes, 1978 Supplement

Under the direction of Kent Halstead of NIE, Higher Education Prices and Price Indexes was presented as a basic study in 1975, with data for the Fiscal Years 1961 through 1974. The original study included a discussion of index number theory and computation, explained the uses and limitations of price indexes, and described the effects of inflation on "real expenditures" for current operations, research and development, and physical plant additions. The 1978 Supplement describes the indexes and presents data for the Fiscal Years 1974 through 1978, and analyzes the data by institutional type and control.

Higher Education Financing in the Fifty States

Written by Marilyn McCoy of NCHEMS and Kent Halstead of NIE, this study presents a framework for the analysis of relationships between public enrollments (by institutional category), state and local finances, institutional revenues, and institutional expenditures. The authors then compare the fifty states with respect to these factors for the Fiscal Year 1976 and chart trends in state and local appropriations and in the combinations of resources used to support public higher education in each state. The exhaustive data notes discuss the use of such concepts as institutional revenues, the campus as the reporting unit, and the institutional classification system used in the study. A limited analysis of FY 1978 data appears in the appendix.

The Student Affairs Dean and the President: Trends in Higher Education

Featuring papers written by Louis Benezet, Joseph Katz, and David Tilley and William Shanteau, and published by the ERIC Clearinghouse on Counseling and Personnel Services in collaboration with the National Association of Student Personnel Administrators, this volume contains three major essays concerning the organizational setting of student affairs, changing professional roles and accountability in the management of student affairs, and the contribution of student affairs deans to collegiate academic mission. The essays examine these areas in light of current and future trends in access, management models, student finance, and academic program choice. An extensive annotated bibliography is included.

This publication is available from:

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
2108 School of Education Building
Ann Arbor, Michigan 48109
(313) 764-9492

WOMEN's STUDIES

The Social Processes Team of the Program on Teaching and Learning has historically been concerned with issues of sex equity in education. Following the 1976 publication of Florence Howe's assessment of the status of Women's Studies programs in American colleges and universities, the Team sponsored a series of monographs and planning papers in the area of research on Women's Studies in a variety of postsecondary education settings.

Women's Studies Evaluation Handbook

With women's studies programs as its context, this booklet (written by Mary Ann Millsap and Naida Tushnet Bagenstos of NIE and Margaret Talburtt of Formative Evaluation Research Associates) provides a comprehensive overview of the evaluation process. Types, uses and critical characteristics of evaluations are analyzed, and a sample comprehensive research design and evaluation of women's studies programs presented. Issues such as sex role perceptions, leadership skills, compiling community materials, and program impact are illustrated within an evaluation framework. The booklet also discuss instrumentation, data analysis, and dissemination, and presents samples of executive summaries of evaluation, an appendix of abstracts of important studies of women's programs, and a listing of resource materials.

The Impact of Women's Studies on the Campus and the Disciplines

In this volume, Florence Howe and Paul Lauter report on their research on the impact of over 300 women's studies programs in the United States. Using a survey of the literature evaluating women's studies programs, materials from women's studies programs, and documents from professional societies and commissions, the authors examine such issues as the status of the curricular unit of women's studies, the productivity of programs, faculty development and participation, and institutional factors such as governance and budgeting in order to indicate where the current data is deficient, and to recommend corrective measures in both policy and research agendas. The volume includes a similar analysis of the impact of women's studies on professional associations, but in terms of new divisions of these associations, new guidelines for professional research, and scholarly products. The authors devote considerable space to a discussion of the need for the potential content of a longitudinal data base for women's studies.

The Effectiveness of Women's Studies Teaching

This planning study by Nancy Porter and Margaret Eileenchild reviews the literature on teaching effectiveness in women's studies in the context of several integrative studies in research on teaching and research on the evaluation of teaching. The authors look at desciptive reviews, student course rating studies, experimental design research, and exemplary case studies, with particular attention to distinguishing the effects and values of the participant-centered classroom from the content-centered classroom from the classroom as a mediating experience between the scientific and the normative. A number of recommendations toward the improvement of teaching effectiveness in women's studies are offered.

Re-Entry Women Involved in Women's Studies

In this monograph, Blanche Glassman Hersh of Northeastern Illinois University begins by describing the passage from the continuing education for women (CEW) movement of the 1960s to the women's studies movement of the 1970s as reflective of larger movements in both the society and postsecondary education. She goes on to discuss the intermingling of the two movements, the appropriateness of Women's Studies in light of research on the needs of re-entry women, and the need for research in this field. She also discusses some of the ambiguities and problems likely to confront the researcher in this field, and lays out recommendations, including the need for adequate control groups, longitudinal studies, broader data bases in a diversity of post[illegible]ondary settings, and an assessment of institutional attitudes toward women's pro[illegible]

The [illegible]tionship Between Women's Studies, Career Development, and Vocational [illegible]

Christine Base and Janet Priest-Jones of SUNY at Albany review the literature on the relationship of women's studies to occupational choice and mobility, assess its gaps and shortcomings, and outline strategies for future research. The monograph considers sociological studies of women's career aspirations, vocational and personal counseling, and continuing education to arrive at a series of recommendations concerning research on jobs secured by women's studies graduates from a diversity of institutions and on the changing aspirations and attitudes of women studies program participants.

Women's Studies in the Community College

Allana Elovson of the California School of Professional Psychology begins with the premise that in perhaps no other educational setting does women's studies have the potential for effecting the lives of so vast a cross-section of American women as it does in the community college. She then examines the status of settings of women's studies programs in community colleges in light of the literature on the subject. Citing the lack of quantitative data on programs, courses, and clientele, Elovson uses responses from fifteen community colleges on such issues as institutional incentives, governance, supportive services, and curriculum goals to arrive at recommendations for future research in such areas assessment and technical assistance.

Women's Studies as a Catalyst for Faculty Development

Elizabeth Ness Nelson and Kathryn Brooks of the California State University at Fresno examine the ways in which women's studies programs function in the context of faculty development. Specifically, they look at both the intended and unintended faculty development aspects of such features and dynamics of women's studies programs as workshops and conferences, development of instructional tools, research, cooperative and consortial efforts, and governance. Combining their observations with the dominant themes of recent literature on faculty development, they then set forth a series of recommendations for a new research effort and for new institutional policies.

Women's Studies Graduates

In this monograph, Elaine Reuben and Mary Jo Boehm Strauss of the National Women's Studies Association seek to lay out a research agenda for describing the impact of various types of women's studies programs on their graduates. They focus on a series of issues involving the identification of women's studies graduates, the utility of

degrees and certificates in women's studies, and career development and employment opportunity questions. They also review the existing research literature on women's studies graduates, with particular attention to the knowledge, skills, and abilities that are developed by feminist education. They conclude with a series of recommendations for a national data collection and research effort on profiling and tracking women's studies graduates.

RECENT ADDITIONS

The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write

Drawing from conversations with illiterate and formerly illiterate adults, Ann Eberle and Sandra Robinson of the Vermont Adult Basic Education Program portray the life circumstances, attitudes, and institutional variables involved in the process of becoming a literate adult. How adults cope with illiteracy, under what circumstances they decide to become literate, what factors constrain and facilitate the transition to literacy, and what is learned in the process of becoming literate and all critical questions with which the observations of the adult subjects and the authors' interpretations deal. The characteristics and evolution of the Vermont Adult Basic Education Program, a model state effort to address the problem of adult illiteracy, are also described.

Adult Development and Approaches to Learning

Recent years have seen dramatic changes in our understanding of what constitutes adult development and adult learning. Two papers in this report both summarize what we have learned of the complexity and dynamic nature of adulthood, and explore the implications of that knowledge for adult learning. Harry Lasker and James Moore of Harvard University review the major theories of adult psychological, intellectual, and moral development and, in particular, consider the implications of stage theory for adult education. Edwin Simpson of Northern Illinois University then looks at learning theories as they apply to adults, with particular emphasis on the relation between the theories and the actual conditions of learning experienced by adults. He concludes with a framework for organizing future research on lifelong learning.

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